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Government
Publications

THE PLANNING AND IMPLEMENTATION COMMISSION

SUCCESS THROUGH CO-OPERATION

W. T. Newnham, Chairman



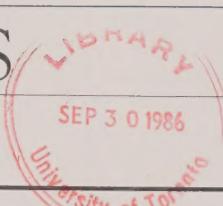
Robert A. L. Thomas, Executive Director

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MINISTER'S MESSAGE



continue to help us reach a fair and equitable solution to these complex and important issues.

Sean G. Conway
Minister of Education

TIMMINS BOARDS 'STRIKE GOLD' IN REACHING ACCORD ON SCHOOL TRANSFER

After months of prospecting for a mutually acceptable arrangement, the two school boards in the mining centre of Timmins "struck gold" with an agreement that opens the door to the transfer of the province's largest French-language secondary school from one board to the other.

The agreement, approved last April at a joint meeting of the Timmins Board of Education and the Timmins District Roman Catholic Separate School Board, permits the block transfer of Ecole secondaire Thériault, with an enrolment of almost 1 400, to the separate school system as soon as legislation and funding provisions that satisfy both boards are in place.

Commission Chairman William Newnham, who attended the meeting, praised the agreement as a "landmark decision" and commended both boards "for the humanity they have shown" in taking into account the needs and concerns of both students and teachers.

Under the terms of the agreement, the RCSS board will assume responsibility for curriculum and staff supervision at Thériault beginning in January, 1986, while the board of education will retain ownership of the school, continue to collect grant monies, and maintain responsibility for budget and other financial matters. This unique arrangement permits the RCSS board to start planning for the inclusion of Thériault into the Roman Catholic system, and protects the board of education from the

As Ontario's new Minister of Education, I am pleased to join you in this historic planning process. Trustees, teachers, the ministry, and, of course, the members of the Planning and Implementation Commission, have worked tirelessly in recent months, united by a common goal; improving our children's education system. The right of every child to complete his or her education must be preserved in the context of a strong, excellent school system. I thank everyone who has worked so diligently to accomplish so much to date, and I commend those who

dislocation that could result from an immediate reduction in grants.

MODEL OFFERS ADVANTAGES TO BOTH BOARDS

Details of the Plan for the transfer of Thériault were worked out by a joint committee of both boards. Its chairman, Jim Nicholls, who is vice-chairman of the Timmins Board of Education, said that the model offers advantages to both boards. The RCSS board can assume control of supervision and curriculum at the earliest possible date, and the board of education suffers no financial impact and can maintain fiscal responsibility.

"What we are allowing the RCSS board to do is supervise curriculum," explained Denis Vaillancourt, superintendent of operations for the board of education. "Effective next January 1, the RCSS board will appoint a supervisory officer who will take over the duties that I've been performing as the superintendent responsible for French-language schools, and be responsible as well for providing liaison with both boards and with the French Language Advisory Committee. The board of education will pay for these supervisory services.

"The principal of Thériault will report to the new supervisory officer. When hiring, for example, the principal will interview candidates as usual, then clear any recommendations for appointment with this officer, who obviously would want to discuss each candidate's philosophy of education. The eventual recommendations would be made to the board of education."

TIMMINS AGREEMENT UNPRECEDENTED IN ONTARIO

Vaillancourt said that so far, the agreement the boards have worked out for Thériault is unique in the province. He has visited Ottawa to describe the Timmins plan to board officials there, who are studying the disposition of French-language secondary schools in the light of the extension decision.

Although initially the RCSS board requested an earlier transfer date, it eventually concurred with its board of education counterpart that this arrangement offered a happy compromise.

W. C. (Bill) Blake, director of the Timmins Board of Education, presented two basic arguments against an earlier transfer: "One is that no legislation is in place dealing with the transfer. The other is that the issue of funding has not yet been addressed.

"Under this program, by the time full funding is achieved and the legislation is introduced, the RCSS board would already have its curriculum in place and a complete

transfer would take only a few days."

Since virtually all the students at Thériault are Roman Catholic, the question was never whether it would be transferred to the RCSS board, but when and under what conditions.

BLOCK TRANSFER SEEN AS LOGICAL STEP

"Our main concern with Thériault was that it should be transferred as a block," explained Ray Chénier, director of the Timmins RCSS board. "In that way the pupils will feel they still belong to the same entity. If we introduced a separate Grade 9 into an otherwise public secondary school this September, we would have problems figuring out how to divide up the time of the staff and administration.

"Logic dictated that the best approach was to have a block transfer of the school -- students, staff, and support personnel -- in one shot. The discussions between the boards, therefore, focused on how to effect the transfer with the least hurt to the school personnel, the pupils, and the boards."

CO-OPERATION A NATURAL PART OF TIMMINS COMMUNITY

The spirit of co-operation that made this kind of agreement possible arises from the special quality that Timmins residents feel their community possesses. The city, which now includes the nearby villages of Schumacher, Porcupine, and South Porcupine, is 40% French-speaking and about 70% Roman Catholic. Linguistic and religious differences, however, have never been sources of conflict.

"Timmins has always been an isolated city," Chénier observed. "The next town, Iroquois Falls, is forty-two miles away. As a result, the people of Timmins have gotten to know each other very well. So the boards were not going to fight over this issue."

Jack Atkinson, chairman of the RCSS board, expressed similar sentiments: "There's an acceptance here in Timmins of other people as people -- what I call an ecumenical attitude. This has traditionally been part of the strength of our community. In dealing with the extension of funding, we've tried to put ourselves in the board of

NOTICE

The deadline for submission of board plans for 1986-87 for all Roman Catholic separate school boards is November 29, 1985.



Ray Chénier, left, director of education for the Timmins District RCSS Board, signs the agreement for the eventual transfer of Ecole secondaire Thériault from the Timmins Board of Education to the RCSS board. With him is Bill Blake, director of education for the Timmins Board of Education. The first phase of the transfer is expected to take place in January, 1986.

education's shoes and avoid being autocratic."

In 1968, Chénier noted, the English-speaking citizens of Timmins "put their own priorities on the back burner" in order to build Ecole secondaire Thériault, delaying for several years the construction of the new building they had been planning for Timmins High and Vocational School.

The Timmins Board of Education operates three secondary schools: Thériault is the largest, Timmins High has about 1 200 students, and Roland Michener Secondary School in South Porcupine has about 600. In the late 1950s, a private Roman Catholic secondary school, O'Gorman High School, was established in Timmins to serve English-speaking Roman Catholics. Grades 9 and 10, which are administered by the RCSS board, currently have 166 students; another 130 or so are enrolled in Grades 11 and beyond, which are still under the jurisdiction of a private board.

TRANSFER OF THERIAULT BRINGS WHEEL FULL CIRCLE

In a sense, the transfer of Thériault to the RCSS board illustrates "the wheel coming full circle". Denis Vaillancourt pointed out that prior to the founding of Thériault, the city had two private French-language Roman Catholic secondary schools, Sacré-Coeur for boys, Notre-Dame for girls. The former was administered by the Christian Brothers, the latter by the congregation of the Sisters of the Assumption.

"These two schools formed the nucleus of Thériault," Vaillancourt said. "With regard to the transfer, the position of the French Language Advisory Committee was that it seemed normal, considering the origin of the students, for Thériault to go to the RCSS board. Since its inception, the school has always had Christian Brothers or priests on its staff. Two brothers and a nun are teaching there this year."

DISCUSSIONS A "TREMENDOUS EXERCISE IN COMMUNICATION"

Chénier described the discussions surrounding the transfer as a "tremendous exercise in communication".

"Everyone who had a stake in the issue participated. Parish committees were set up and a newsletter was distributed. We wanted people to be well enough informed to feel secure about what was happening."

An information meeting was held for parents of Thériault students in January, with separate school representatives and the French Language Advisory Committee in attendance. The parents demonstrated strong support for the transfer.

IMPACT OF O'GORMAN HIGH SCHOOL MINIMAL

Although deciding what to do about Thériault posed the main question, the public system also expects to feel some impact from the extension of funding to O'Gorman High School.

"This September we lost about fifty pupils to O'Gorman," Vaillancourt said. "Ordinarily this would result in three teachers becoming redundant. However, because our board is offering special programs, such as alternative education, that require extra teachers, we have not had to declare anyone redundant. In future, of course, the situation may change."

As it had agreed, the RCSS board posted O'Gorman staff openings within the public school system, but owing to the latter's increased needs, no transfer of teachers occurred.

FRANK GILHOOLY, COMMISSIONER PLANNING AND IMPLEMENTATION COMMISSION

When Frank Gilhooley heard former Premier Davis's announcement of the extension of full funding to Ontario's separate schools in June of last year, he immediately sat down and wrote a letter to former Minister of Education Bette Stephenson.

"My letter indicated that if my experience could be of any value to the work of this commission, I wanted to contribute to it," he smiles. Very shortly thereafter, Mr. Gilhooley was appointed a member of the Planning and Implementation Commission.

He brings unique credentials and experience to the commission.



F. Gilhooley, Commissioner

A Certified General Accountant, Mr. Gilhooley served in the Office of the Auditor General of the Government of Canada from 1941 to 1975, ultimately holding the position of Director General of Audit.

He was an officer of the Professional Institute of the Public Service during the period leading up to collective bargaining rights for public servants, and was president of the Institute in 1963-64, when bargaining rights were granted.

In addition, Mr. Gilhooley spent eighteen years in Catholic education as an elected trustee of the Ottawa Roman Catholic Separate School Board, serving as chairman of the board for three terms. He has also served as a director of the Association of Catholic High School Boards of Ontario, governor of the Federation of Catholic Education Association of Ontario, president of the Canadian Catholic School Trustees' Association, director of both the Ontario School Trustees' Council and the Ontario Separate School Trustees' Association, and president of the OSSTA.

Frank Gilhooley's contributions to Catholic education in this province were recognized by Pope John Paul II, who appointed him a Knight of St. Gregory the Great, and by Pope Paul VI, who awarded him a medal.

He is deeply satisfied by what he terms the "opportunity" to serve on the Planning and Implementation Commission.

"Every development in education in Ontario over the last ten years has moved towards this -- the development and funding of optional educational systems," he says. "The climate was right for it."

"It's important, however, to recognize that the system of extended funding to separate schools won't be fully in place for another ten years. This represents a major change in educational administration in this province, and it will take that long to implement that change completely. And it is an excellent thing that the process should be considered and gradual."

Frank Gilhooley believes that one of the major factors in the eventual success of extended funding is -- and will continue to be -- the credentials and experience his fellow commission members possess. "All of the members of this commission are people of good will, with a truly impressive bank of common sense and long experience in widely varied aspects of the educational system," he says. "As a member of this commission, I am confident about the ultimate success of the policy of extended funding."

THE CHAIRMAN'S MESSAGE

In addition to the beginning of a new school year, this month brings with it the first stages in the implementation of the government's policy to extend Ontario's Roman Catholic separate schools to the senior division.

Since each of Ontario's three major political parties supported the extension of funding to the separate schools, the question was not "if" or "whether" but "how" to do it. The result was the establishment, for a three-year period, of the Planning and Implementation Commission. A first consideration for the commission was the development of reasonable criteria that would be applied consistently across the province.

All Roman Catholic separate school board extension Plans for the school year 1985-86 that have been recommended for approval to the Minister of Education comply with the following criteria, established by the commission. For the first three years, the approval of Roman Catholic separate school board Plans for extension is an annual process. In the first year, provision of funding will be based on compliance with the commission's criteria. When the legislation comes into force, the provision of funding will be based on that legislation, which in turn is expected to reflect many, if not all, of the criteria.

The commission's criteria have been developed to focus on four major elements:

1) Admission of Non-Roman Catholic Pupils to Roman Catholic Secondary Schools

Roman Catholic separate secondary schools must accept a non-Roman Catholic pupil, provided that:

- (i) accommodation is available for the pupil;
- (ii) the non-Roman Catholic pupil who attends a separate secondary school because it is defensibly more accessible or in order to obtain certain courses or programs shall, at the request of the parent, be exempted from religious education and the sacraments; and
- (iii) where the parents of a non-Roman Catholic pupil choose to enrol that pupil in a separate secondary school, the pupil may be required to participate in the full program of the school except for the sacraments.

2) Employment of Professional and Non-Professional Staff

The number of staff positions, both teaching and non-teaching, that are lost as a result of the shift of enrolment from public secondary schools will be the responsibility of the separate school board.

If the boards involved cannot agree upon the number of pupils, the shift is to be calculated as the sum of the number of pupils transferring from the public secondary school system to the separate secondary system and the number of pupils choosing to remain in the Roman Catholic separate schools based on the increase in the retention rate over that of September, 1984, in the separate school and private school system.

While arrangements between the boards, teacher branch affiliates, and employee unions may be worked out to encourage or permit employees to transfer voluntarily to the separate school board, the separate school board's policy should state clearly that it will accept any employees displaced as a result of the enrolment shift under the conditions set out in the January 16, 1985, memorandum. Employees who move to a Roman Catholic separate school board from a coterminous board of education will maintain their permanent or probationary contract status and their September, 1985, salary and

seniority, and will continue to accumulate seniority henceforth. Roman Catholic separate school boards will also provide assurance that any changes in the collective agreements necessary to implement the conditions in this memorandum will be made. Where there is disagreement on the number of employees, the calculation is to be based on the number of pupils and the staffing formula of the public board of education.

It is expected that all displaced teachers, Catholic or non-Catholic, when engaged by a separate school board, will adhere to the requirements outlined in section 235 of the Education Act and that no additional requirements will be imposed.

The spirit of these requirements also applies to non-teaching staff.

There can be no discrimination based on religion when hiring displaced personnel from boards of education.

3) Breadth of Program

During the five-year implementation period, the separate school board must offer courses at the required levels of difficulty and other required programs must be provided.

Alternatively, the Plan may indicate that the board will make an agreement or agreements with another board or boards for the provision of programs and services for their resident pupils.

4) Accommodation

Commission policy supports the fullest possible use of existing capital facilities, based upon local decision making. This may entail sharing, leasing, or transferring school accommodation that is no longer needed by a board of education but is required by a coterminous separate school board. The commission cannot support the provision of new accommodation where permanent accommodation for pupils is available in the other system.

Each of the Roman Catholic separate school boards whose Plan has been recommended for approval for year one has accepted these criteria in writing. The Roman Catholic separate school board Plans and board of education Impact Statements for year two are due in the commission's office in November. In the meantime, the Standing Committee on Social Development will have contributed its findings to the process, and

it is expected that by autumn, significant accomplishments will have been made.

Secondary school students, both Catholic and non-Catholic, will be attending board of education secondary schools and Roman Catholic separate secondary schools in this and subsequent years. Consequently, to provide the optimum service to all students, it is the wish of the commission that Roman Catholic separate school boards and boards of education should permit guidance personnel to visit each other's elementary schools regularly to outline course availability to students each year and to make school option sheets available.

The commission has been pleased with the way in which school boards have participated in the planning leading to the first year of implementation. Many indications of good will and co-operation have been noted and appreciated. We look forward to building on this base and sharing with you examples of leadership and collaboration which will serve to enhance Ontario's ability to educate all of its young people while satisfying the wishes of many citizens for the school system whose promise was embedded in section 93 of the Constitution Act, 1867.

FORTY BOARDS SUBMIT PLANS FOR 1985-1986

Forty Roman Catholic separate school boards have submitted Plans for secondary school programs for 1985-86 to the Planning and Implementation Commission. Of these, thirty-eight have been recommended for approval to the Minister of Education, one has been rejected, and one is being clarified and revised (at the time of writing).

The general pattern has been that Roman Catholic separate school boards are expanding already-existing operations. The enrolment in Grade 9 is increasing. Grade 11 classes are coming under the jurisdiction of the boards and the number of pupils going into Grade 11 is growing. Indeed, of the boards that have opted to extend their responsibility, all but two have been providing for at least some Grades 9 and 10 pupils.

Based on the figures provided by the Roman Catholic separate school boards, the enrolment in Grades 9, 10, and 11 will be 66 700 in 1985-86, compared with 57 770 in those grades in Roman Catholic schools in 1984-85 -- an increase of 9 070 pupils. However, because the system was already growing, the shift of enrolment from public secondary schools, essentially a result of

increased retention rates in the Roman Catholic schools, will be about 6 300 pupils.

No one has lost a job in a board of education because of separate school extension. Separate school boards and boards of education have been able to absorb displaced employees.

All of the Board Plans were reviewed by the commission in the light of the criteria and policies established for assessment of the 1985-86 Plans. All of those Plans recommended for approval to the Minister of Education met the commission's criteria and policies.

JOHN FRASER, COMMISSIONER PLANNING AND IMPLEMENTATION COMMISSION

John Fraser believes that the ultimate responsibility of the Planning and Implementation Commission is "to safeguard the educational interests of all the children and young people in Ontario".

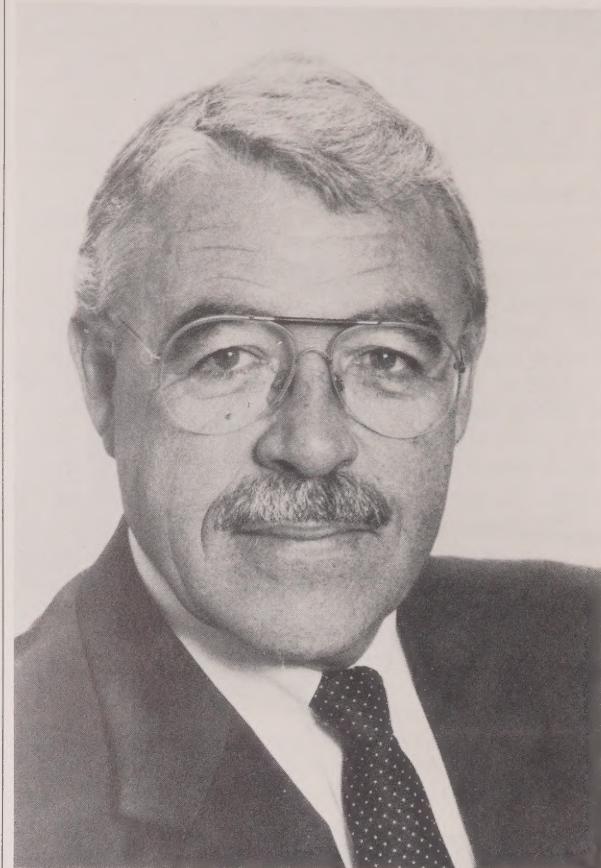
"As commissioners," he says, "we have many concerns and many responsibilities. Ultimately, however, our work leads to that very basic goal -- the preservation of the standard of educational quality that has been established in this province in the past, and which must be maintained. We must do everything possible to ensure that no student's education is compromised by the implementation of full funding."

Mr. Fraser is one of this province's most respected educators. He began his teaching career in Windsor, prior to becoming principal of the continuation school in Manyberries, Alberta. He then returned to Ontario to serve as a principal for the Chatham board and later as a principal in Fort Frances.

In September, 1967, he was appointed to the Kenora Public School Board, and in 1969 he became director of education and secretary of that board.

Mr. Fraser joined the Peel Board of Education in September, 1972, as superintendent of academic affairs, and in August, 1973, was appointed director of education -- the position he now holds.

In 1979, he took a leave of absence to research and write Education in Peel Secondary Schools, which has become known as the "Fraser Report". Much of the information he gathered and conclusions he reached in 1979 are reflected in the introduction of



J. Fraser, Commissioner

Ontario Schools: Intermediate Senior (OSIS).

John Fraser is a frequent speaker at educational conferences and conventions across Canada, and his writing has been published widely in major Canadian professional journals. In addition, he has a long record of involvement in community and charitable organizations.

In July, 1984, Mr. Fraser was appointed a member of the Planning and Implementation Commission.

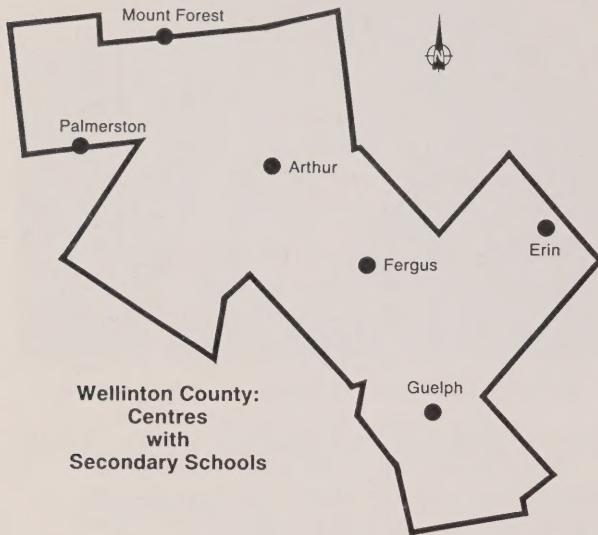
He perceives his work as a commissioner as one of the major challenges of his career.

"The commission has an obligation to ensure that all viewpoints on extended funding are heard in a public forum," he emphasizes. "The thousands of professional educators whose lives have been dedicated to education in this province must be allowed to articulate their concerns and their suggestions. In addition, the other concerned communities similarly deserve to be heard. It is only in the full airing of all concerns that we will achieve our ultimate goal."

SEPARATE SCHOOL EXTENSION IN WELLINGTON COUNTY

Providing educational services in areas where the population is unevenly dispersed -- always a problem for school boards -- is presenting the Wellington County RCSS Board with a new challenge as it considers the extension of secondary school education throughout the county.

The challenge arises out of the geography of Wellington County. A local historian once compared its shape to that of a "giant kangaroo, with its feet planted in Puslinch



and its head nudging the counties of Huron, Bruce, Grey, and Perth." Puslinch Township (the kangaroo's feet) borders on Highway 401. From there the county spreads northwest along Highways 6, 7, and 9 for one hundred kilometres.

The population becomes sparser as one moves north and west. Guelph, a city of almost 80 000, is just north of 401, the towns of Fergus and Elora lie a little farther northwest, and beyond them extend the broad pasture lands surrounding the village of Arthur, the towns of Palmerston and Mount Forest, and several smaller communities.

"Our board's major area of concern isn't Guelph and its environs, but the northern part of the county," said Bernard Kiely, director of the RCSS board. "We can serve Fergus, Elora, and the village of Erin through our schools in Guelph, as we do now. But in the northern part we face the question: How do you provide service where the number of pupils is small? If separate secondary education is extended into that

area, drawing students from the public high schools, it will create problems for them."

SMALL SECONDARY SCHOOLS MORE COSTLY TO OPERATE

In Arthur and Mount Forest, the Wellington County Board of Education operates small secondary schools (about four hundred students each), and in Palmerston, it operates a larger school offering a full range of programs, including industrial arts. Historically, Roman Catholic students in this part of the county have gone to the nearest of these high schools after graduation from separate elementary schools.

Paul Nelson, chairman of the board of education, noted that operating schools in the north of the county is costly for his board already, owing to the small numbers of students. He believes that if the RCSS board established a school there, it would be "bad for everyone".

"If a separate school draws off some of the limited numbers of students from our system, then education per capita becomes even more expensive -- for all of us," Nelson said. "Another school in the north of Wellington County is not an economically viable proposition."

What could happen, of course, is that one of the small public secondary schools might have to close, and this is something nobody wants. As Bernard Kiely commented, "We recognize that in these small communities the high school is big business."

The RCSS board's response to this dilemma has been to refrain from taking any specific action other than to examine and consult.

RCSS BOARD FOCUSING ITS EFFORTS ON CITY OF GUELPH

"At this point," Kiely explained, "the board has said, we'll do what we can and do it well in Guelph and its catchment area. The north is another problem because of the sparsity of population. We also don't know the extent to which our separate school ratepayers in that area really want us to act. It's a wait-and-see situation for all of us."

These sentiments were echoed by Reverend Stephen Stinson, the RCSS board chairman, who is also dean of the Catholic clergy in Wellington County.

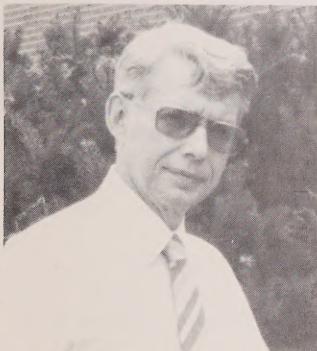
Within Guelph itself, the RCSS board expects to be able to accommodate all its pupils this fall without creating any problems for the board of education. It has three facilities: Bishop MacDonnell School, a long-established Grades 9 to 13 high school; and two junior high schools (Grades 7 to 10), Our Lady of Lourdes and St. James, both opened in the early 1970s. The latter

two can be expanded to make room for the expected increased enrolment as a result of the extension of funding. Bishop MacDonnell High School, situated in downtown Guelph, is now "bursting at the seams" with about 800 students and has little, if any, room to expand.

Both of the junior high schools will add Grade 11 this September and will become full secondary schools by 1987, with projected enrolments of about 600 each. Students living in the Elora, Fergus, and Erin areas will continue to be bussed to these schools after completing Grade 8.

IMPACT ON PUBLIC SECONDARY SCHOOLS EXPECTED TO BE MINIMAL

The impact on the Guelph public high schools will be minimal this year because the separate school system has been retaining about 85% of its Grade 8 students through Grades 9 and 10, and Bishop MacDonnell has traditionally kept 60% of its Grade 10 students through the senior grades. In its enrolment projections for 1985-86, the board forecasts an increase of as many as 180 students, assuming a retention rate of 100%.



Bill Forsythe, Director of the Wellington County Board of Education, said that although the RCSS board is predicting a definite increase in enrolment this year, he does not expect any staff redundancies in his system.

"We don't envisage a problem in 1985-86," Forsythe said. "It will be a sorting-out year."

This past February, the board of education had prepared a "worst-case" scenario. It predicted that the public system would lose 1 150 students across the county to the Roman Catholic high schools and that sixty-nine teaching positions would vanish, assuming that every Catholic student now enrolled in the public system would transfer out by September, 1989. This exodus of students, if it occurred, would have the heaviest impact in the northern part of the county, where the RCSS board has no schools at the secondary level and hence has retained virtually no pupils past Grade 8. As in other jurisdictions, however, the bleak scenario seemed a less likely prospect as the months went by.

TENTATIVE AGREEMENT REACHED ON TRANSFER OF TEACHERS

If and when teachers in the public high schools become redundant as a result of extension, the boards have tentatively agreed that the RCSS board will not necessarily be expected to take those lowest in seniority.

"Although we haven't worked this matter out in detail, we felt that such a policy would benefit both parties," Forsythe said. "The separate board may be looking for teachers with senior-level experience, and on our part we would prefer to keep some of our younger teachers in order to preserve a good age balance among our staff."

Relationships between the two boards have been cordial, partly -- as both sides admit -- because no contentious issues have yet been addressed in any detail. As Paul Nelson commented: "In Wellington County, it may have been easier to have a spirit of co-operation simply because the impact, at least initially, isn't terribly significant."

The deliberate decision by the RCSS board to exercise restraint in considering extension into the north of the county has played an important role in reducing the impact to date.

Committees of both boards have met to discuss facilities but have not yet arranged the details of possibly sharing buildings sometime in the future. Although the RCSS board can accommodate its new students this fall, Father Stinson said that by 1986 "we either have to have a whole slew of portables at both Lourdes and St. James, or keep the Grade 7 classes at the feeder schools and put portables there."

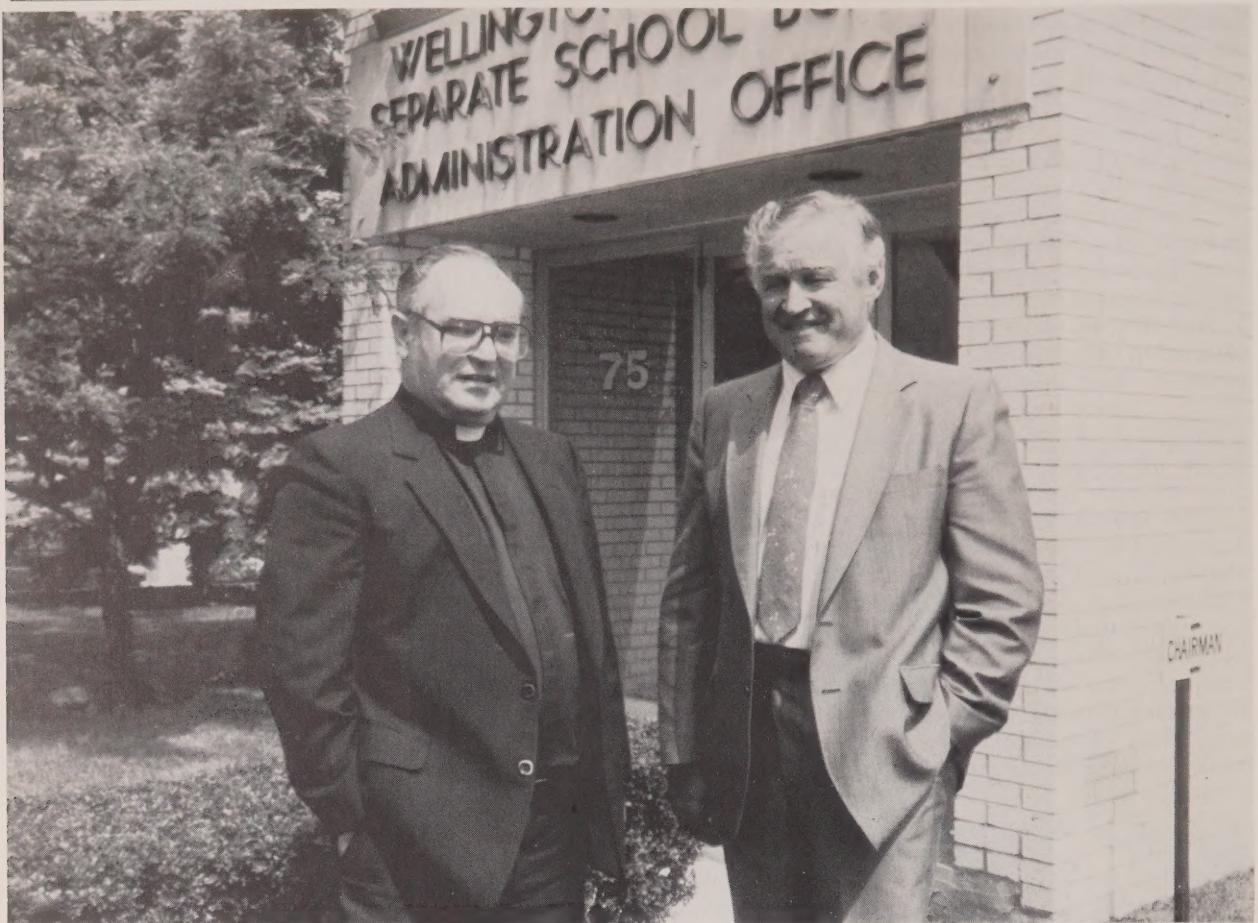
The RCSS board's future needs in Guelph are likely to be in the city's fast-growing south end, where the board does not have a junior high school now. Nor does the board of education have a facility there suitable for transfer to or sharing with the separate school system.

DISCUSSIONS BETWEEN BOARDS OPEN AND STRAIGHTFORWARD

Father Stinson praised the way discussions between the boards have progressed: "We've been able to talk openly, and readily admit our difficulties. Neither party pussyfooted around; everything was up front."

"We have a good enough relationship to agree not to surprise each other. If either board is going to make a move, it will let the other know ahead of time. That's the kind of co-operation we've had."

Despite the fact that Guelph has grown substantially in the last twenty years,



From left to right: Reverend Stephen Stinson, chairman of the Wellington County RCSS Board, and Bernard Kiely, the board's director of education.

Kiely characterizes it as "still a close-knit town where people care about each other," a view with which Bill Forsythe concurs. Kiely commented that as far as the two boards are concerned, over the years they have built up what he termed a "piggybank of good will," on which they are drawing during the current negotiations on the extension of separate school funding.

"We have co-operated on a number of levels," Forsythe said. "For many years the two boards have had a joint committee that met occasionally to discuss issues of mutual concern. We have also shared some transportation routes and a film library. So there has been a background of co-operation. Whatever happens, it is essential that we continue to work together as we have in the past, in areas such as co-operative education."

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commune Guélich au cours des vingt dernières années, M. Kély estime que c'est encore une ville où tout le monde se connaît et où chaque partie des succursales autres, que partage Bill Forsythe. M. Kély assure qu'en ce qui concerne Les deux consœurs ont accès à un cours des années une réserve de bome volonté dans l'aduelle ils puissent pour mener les négociations actuelles sur déclarer M. Forsythe. Depuis de nombreuses années, nous avons collaboré à bien des niveaux, » nous avons donc des précedents en matière de collaboration. Quoiqu'il arrive, il importe que nous continuions à travailler ensemble, comme nous l'avons fait par le passé dans une autre nous sommes comme l'éducation coopérative. »

par surprise. Si un conseil se prépare à bouger, il devient l'autre à l'avance.

Dans l'enseignement des sciences, le rôle de la théorie est de donner une explication cohérente et prédictive des phénomènes observés. La théorie n'est pas une vérité absolu



U'abbé Stanislas se rejouait de la fâgoïon
dont Les discussions entre Les conseils se
sont déroulées jusqu'à présent : "Nous avons
pu parler ouvertement et admettre
tranchement nos difficultés. Tout s'est
fait sans jambais rien dissipuler.."
"Tant donne nos bons rapports, nous
sommes d'accord pour ne jamais nous prendre

DES COMITÉS DES DEUX CONSELLS SCOLAIRES
SE SONT RENCONTRÉS POUR DISCUITER DE LA
QUESTIÖN DES INSTALLATIONS MÀIS N'EN SONT
PAS ENCORE ARRIVÉES AUX DÉTAILS EN CE QUI
CONCERNE LE PARTAGE ÉVENTUEL DE BÂTIMENTS,
DANS UN AVENIR PLUS OU MOINS RAPPROCHÉ.
SELON L'ABBE STINSON, LE CONSEIL DES ÉCOLES
SEPARÉES CATHOLOIQUES SERA EN MESURE DE LOGER
1986, "IL VA FAILLIR INSTALLER DE NOUVEAUX
CLASSES PRÉFABRIQUÉES À NOTRE LADY OF LOURDES
ET À ST. JAMES, OU ENCORE LASSEUR LES
CLASSES DE 7^e ANNEE DANS LES ÉCOLES
PEPPINIÈRES ET Y INSTALLER DES CLASSES
PRÉFABRIQUÉES".

C'EST DANS LE QUARTIER SUD DE GUELPH,
PLÉIN DÉVELOPPEMENT ET À LA CONSÉILL DES
ÉCOLES SEPARÉES CATHOLOIQUES N'A PAS D'ÉCOLE
INTERMÉDIARE, QUE LES BESOINS DU CONSÉILL DES
VONT PROBABLEMENT ÊTRE SENTIR. D'AUTRE
PLUS QUE LA CONSÉILL DE L'ÉDUCATION N'
POSSÈDE AUCUN LOCAL SUSCEPTIBLE D'ÊTRE
TRANSFÉRÉ AU CONSÉILL DES ÉCOLES SEPARÉES
CATHOLOIQUES OU PARTAGE AVEC LE CONSÉILL.

Les rapports entre les deux consellis ont été jusqu'à ici cordiaux, en partie, comme ils l'admettent tous les deux, parce qu'aucun problème épineux n'a encore été discuté en détail. Comme l'a fait remarquer Paul Nelsom : "Il a peut-être été plus facile, dans le comté de Wellington, de faire preuve d'un esprit de collaboration, tout simplement parce que l'impact, du moins au début, n'a pas été vraiment sérieux," La déception délibérée du conseil des écoliers séparés catégoriques d'attendre avant de procéder à l'extension de ses programmes dans le nord du comté pour beaucoup dans la réduction de l'impact jusqu'à présent.

separées catégoriques ne se verrait pas nécessaire certainement qu'il y ait de prendre ceux qui ont le moins d'ancienneté.

"Sans préciser les détails de cet accord, nous avons pensé que cette politique nous présente des avantages pour les deux parties, de dire M. Forsythe. Il se peut que le conseil des écoliers séparees préfère des enseignants d'expérience. Pour notre part, nous préférions garder certains de nos jeunes enseignants afin de maintenir un profil d'âge équilibre permettre

Il a été demandé entre les consultants que si l'extension du financement centralisée un superplus d'enregistrements dans les écoles secondaires publiques, le conseil des écoles

ENSEIGNANTS

UN ACCORD PROVISORIE SUR LA MUTATION DES

PUBLIQUES

IMPACT MINIME SUR LES ECOLES SECONDAIRES

un programme d'enseignement secondaire complété dès 1987. L'effectif de chaque école devrait alors être d'environ 600 élèves. On continuera à amener par autobus les élèves des écoles les éléves en provenance de La Réunion d'Elora, de Fergus et d'Eritz qui auront terminé la 8e année.

SES EFFORTS DANS LA VILLE DE GUELPH

Si une école separate attire une partie des élèves déjà peu nombreux de notre système, l'éducation de chaque élève devient encore plus coûteuse, et cela pour nous tous, de dire M. Nelson. Ouvert une autre école dans le nord du comté de Willington, n'est pas rentable. "Une solution serrait bien sûr de fermer une des plus petites écoles secondaires publiques mais c'est quelque chose dont personne ne veut. Come le dit M. Kiley, nous savons qu'il est important pour ces petites localités d'avoir leur propre école consciente de ce problème, le conseil des écoliers se prépare catholiques sont absente j'usqu'à ici de prendre quelque mesure extrême d'examiner et de consulter.

Selon Paul Nelson, président du conseil élémentaires termières, à l'école secondaire La Pluse proche.

Le conseil de l'éducation du comté de Wellington administre, à Arthur et Mount Forest, des petites écoles secondaires et, à 400 élèves chacune et, à un événement, une plus grande école qui offre les arts industriels. Traditionnellement, les élèves catholiques de cette partie du comté sont inscrits, une fois le mois de septembre, dans les écoles publiques de la ville de Waterloo.

PLUS CHER

plus au monte vers le nord et l'ouest, plus la population est clairsemée. Guélap, une ville de près de 80 000 habitants, est située juste au nord de la 401; les villes de Fergus et Blora se trouvent un peu plus au nord-ouest et, au-delà, s'étendent de vastes plaines d'où émergent les villages d'Arthur, les petites villes de Palmerston et Mount Forest ainsi que plusieurs localités. Selon Bernard Kielby, directeur du conseil des écoles séparées catholiques, "le gros problème n'est pas Guélap mais les environs de Blora et le sud de la province de Guelph qui sont dans le nord. Mais dans le nord, la situation survante se pose : comment fournir des services à un petit nombre d'élèves? Si dans cette région et actrice des élèves des écoles secondaires publiques, cela va créer des problèmes pour ces élèves".



Le problème vient de la géographie du comté de Melville. Un historien local a comparé sa forme à celle d'un kangourou

at 2002 supersecondary sequence tRNA genes

Laquelle le conseil des écoliers sépare les catécholiques du conseil des écoliers protestants au moment où il envisage l'extension de l'école secondaire dans toute la province.

Les régions ou la population est très importante
réparent à toujouors été un problème pour les
conselliers scolaires. C'est là une question sur
laquelle il y a de bonnes réponses.

dispensar das servitórias a elaboração das salsas e molhos.

L'EXTENSION DES ECOLES

SÉPARÉES DANS LE COMTE DE

Gette nouvelle tache constitue à ses yeux un des principaux enjeux de sa carrière. Selon M. Fraser, "La Commisssion a l'obligation de veiller à ce que tous les postes de vue sur l'extension du financement soient entenus en public. Les milliers de personnes qui ont consacré leur vie à l'éducation dans cette province doivent avoirt la possibilité d'exprimer leurs intérêts et de proposer des solutions. Il en va de même pour les autres groupes ouvertions attenants à toute notre but qu'en interesses de la collectivité. Nous ne pourrons atteindre notre but qu'en exprimer libremen".

En juillet 1984, M. Fraser a été nommé à la Commission de planification et de mise en œuvre communautaires et charitables.

CLIVAUDAIS OUT ELLE PRODUIT DES DIFFÉRENTES
REVUES PROFESSIONNELLES DANS LES DIFFÉRENTES
MÉTIERS. PRÉSERVE A TOUS JOURS ÊTRE ACTIF AU SEIN
DES ASSOCIATIONS COMMUNAUTAIRES ET CRAFTIVES.

des conférences et à des congrès sur l'éducation dans tout le Canada. Ses recherches ont été publiées dans diverses revues internationales.

11. Quantité aux cycles intermédiaire et supérieur (EOCIS).
12. Poids moyen des segments de pétale.

titre de rapport franser. On bon nombre de dommages et de conclusions de ce rapport se retrouvent dans la circulaire "Les écoles de

En 1979, un congrès fut accordé pour préparer un rapport sur l'éducation dans les écoles secondaires de Peel, commun sous le nom de *Poser à la seconde chance*.

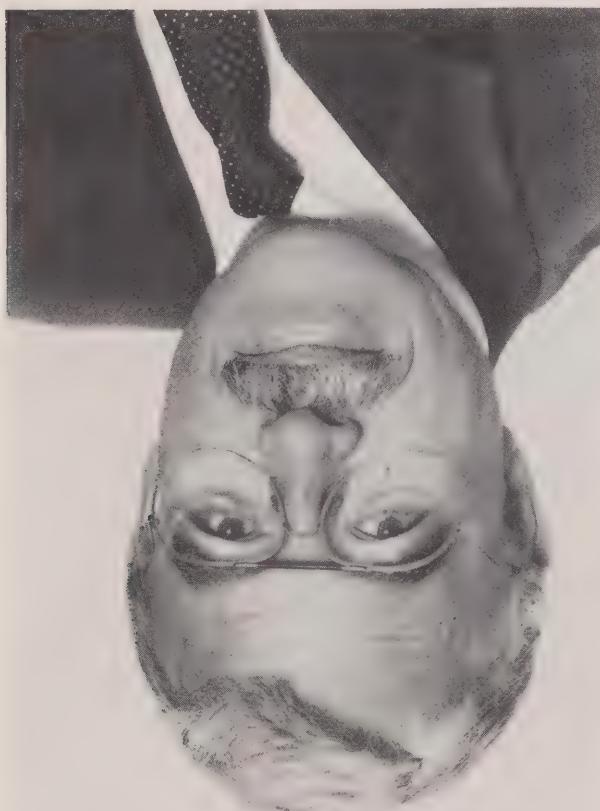
— suite immédiate de l'enseignement; II y a
nouveau directeur de l'éducation en août 1973
— poste aussi occupé toujours.

M. Fraiser est entré au conseil de l'éducation de Peel en septembre 1972 comme administrateur de l'agencement. Il y fut

consentil des écoles publiques de Renfrew puis, en 1969, il devint directeur de l'éducation et secrétaire de ce conseil.

Chatbam, puis de Fort Franchesc. En septembre 1967, il fut nommé au

JOHN FRAZER, COMMISSAIRE COMMISSION DE PLANIFICATION ET DE MISE EN OEUVRE



Quarante consélls d'écoles séparées ont été réalisés en 1985-1986. Trente-huit de ces plans ont été rejetés et un reste à clarifier est recommandés au ministre de l'Éducation, un bulletin (au moment où nous redigions ce document) au ministre de l'Éducation et à la tendance générale est de donner plus d'effectifs aux programmes qui existent déjà dans les consélls d'écoles séparées augmentent. Des classes de 11e année des écoles privées passent aux consélls et le nombre d'élèves qui s'inscrivent en 11e année est à la hausse. Ainsi deux consélls scolaires, tous ceux qui ont opté pour l'extensión avaient déjà des élèves de 9e et 10e années.

Si l'on se base sur les chiffres fournis par les consélls d'écoles séparées d'aujourd'hui, les effectifs de 9e année catégoriques. Les effectifs de 9e année augmentent. Des classes de 11e année des écoles privées passent aux consélls et le nombre d'élèves qui s'inscrivent en 11e année est à la hausse. Ainsi deux consélls scolaires, tous ceux qui ont opté pour l'extensión avaient déjà des élèves de 9e et 10e années.

Il faut améliorer les effectifs de 9e et 10e années. Pour l'extensión, il faut améliorer les effectifs de 9e et 10e années.

Le système passe de 9770 élèves en 1984-1985 à 9700 en 1985-1986, soit une augmentation de 970 élèves. Toutefois, comme l'a déplacélement des effectifs en provenance des écoles secondaires dans les écoles catholiques sera essentiellement au profit que plus d'élèves resteront dans les écoles catholiques dans un environnement où la plupart sont des écoles séparées. Les consélls d'écoles des écoles séparées et les consélls de l'éducation ont été en mesure d'absorber les personnes qui ont été éduquées par la Commission scolaire de Laval. Tous les plans recommandés au ministre de l'Éducation et à la tendance générale sont destinés à faciliter l'évaluation des effectifs pour l'école secondaire de Laval. Tous les plans des conseils scolaires ont été étudiés par la Commission scolaire de Laval.

Les plans recommandés au ministre de l'Éducation et à la tendance générale sont destinés à faciliter l'évaluation des effectifs pour l'école secondaire de Laval. Tous les plans recommandés au ministre de l'Éducation et à la tendance générale sont destinés à faciliter l'évaluation des effectifs pour l'école secondaire de Laval.

La Commission est très satisfaite de la façon dont s'est faite la planification dans les conseils scolaires en vue de la première année de mise en oeuvre. Elle a observé et apprécié de nombreuses preuves de bonne volonté et de coopération. Nous espérons pourvoir continuer à pratager avec vous des exemples de leadership et de collaboration qui illustreront la capacité de l'Ontario à assurer une éducation de qualité à tous en répondant aux souhaitent l'institution du système scolaire promis à L'artifice 93 de la Constitution de 1987.

LUGAUX

La position de la population possède une influence importante sur l'instabilité politique. Avec le temps, cette poussée entraîne un décalage, une localisation ou un transfert des installations scolaires et administratives dans un conséil de 1^{er} éducation locale. Ces dernières sont alors séparées catégoriellement d'écoles installees dans les zones périurbaines et suburbaines. La conséquence de cette séparation est que les deux types d'établissements existent dans l'autre système.

La présentation de programmes et services à l'intention des élèves qui relèvent de ces conditions.

3) Etendue du programme

Le personnel non enseignant est également tenu de respecter l'esprit de cet article.

Aucune mesure discriminatoire basée sur la répartition ne devra être prise lors de l'emploi de personnel déplacé des consélls de l'éducation.

3) Etendue du programme

Le conseil d'écoles sépare les catégories aux niveaux réguliers et aux niveaux supérieurs. Le conseil d'école des cours aux niveaux réguliers de difficile et autres programmes requis.

Une autre solution pour le conseil d'école sépare les cours avec un autre ou dans le plan qu'il passera un ou plusieurs accords avec un autre ou plusieurs autres catégories.

Plusieurs autres catégories sont créées pour la

3) Etendue du programme

d'écoules séparées limitrophe conservent
leur contrat d'emploi(e) permanente(e) ou
à l'essai, leur salaire de septembre 1985
et leur ancienneté à cette date, cette
dernière continue de s'accroître à
partir de ce moment. Les consélls
également garantir qu'ils apporteront aux
changements nécessaires pour respecter
les conditions collectives tous les
cas de désaccord sur le nombre
d'employés touchés, les calculs devront
être basés sur le nombre d'élèves et sur
le taux d'encaissement du conséll d'écoules
publiques. Tous les enseignants,
catéchistes ou non catholiques, qui
seront transférés dans un conséll
d'écoules séparées catéchistes devront se
conformer aux exigences relatives aux
fonctions de l'enseignant stipulées à
l'article 235 de la loi sur l'éducation,
aucune autre condition ne leur sera
imposée.

Le personnel non enseignant est
également tenu de respecter l'esprit de
cette articule.

Aucune mesure discriminatoire basée
sur la religion ne devra être prise lors
que l'exploit de personnel déplace des
consélls de l'éducation.

parties, être en soutien à l'opposition, faire des temps apres, il fut nommé membre de la Commission de planification et de mise en œuvre.

M. Gilhooley appartenait à la Commission des compétences et une expérience précieuses. Il est comparable générale du Bureau de traversaille de 1941 à 1975 au Bureau de vérification générale du gouvernement du Canada, où il parvint au poste de directeur général de la vérification.

Il fut membre du Bureau de l'Institut progressif de la fonction publique du Canada pendant la lutte pour le droit des fonctionnaires à la négociation collective, et président de l'Institut en 1963-1964, année où le droit à la négociation collective fut accordé.

M. Gilhooley a servi pendant 18 ans l'éducation catholique à titre de conseiller scolaire, au conseil des écoles séparées catholiques d'Ottawa, dont il a été trois fois le président. Il a été directeur de l'Association catholique High School Boards of Ontario, membre du conseil

d'administration de la Fédération de l'Éducation catholique du Canada de l'Ontario, administrateur de la Fédération d'établissements catholiques de l'Ontario, administrateur de la Confédération catholique d'Ontario, administrateur de la Confédération des conseils scolaires catholiques de l'Ontario, administrateur de la Confédération des conseils scolaires catholiques de l'Ontario et président de l'Association des conseils scolaires catholiques de l'Ontario.

Il a été directeur du conseil

A black and white photograph of F. Gilleholly, a middle-aged man with a receding hairline, wearing round-rimmed glasses and a mustache. He is dressed in a dark suit jacket over a striped shirt and a dark tie. The photo is taken from the chest up, showing him from the neck down. The background is plain and light-colored.

L'INCIDENCE DE L'EXTENSION A 0.GORMAN EST
MINIME

M. Chenuiter a décrété les discussions entretenues dans le transfert comme étant "un exercice de communication". "Toutes les personnes touchées par le transfert y ont participé. Des commentaires ont été créés et un bulletin d'information suffisamment largement pour renseigner toute personne à la population pour elle-même et pour les autres", a-t-il dit. Nous voulions une séance d'information pour tous les parents des élèves de l'école Thérèse-Charlotte à Lille en Janvier; y participeront des représentants des écoles se séparées et le comité consultatif de langue française. Les parents se sont montres fortlement en faveur du transfert.

LES DISCUSSIONS, UN EXCELLENT EXERCICE DE COMMUNICATION

FRANK GILHOOLY, COMMISSIONNAIRE COMMISSION DE PLANIFICATION ET DE MISE EN OEUVRE

COMMISSAIRE COMMISSION

MISE EN OEUVRE

FRANK GILHOOLY, COMMISSAIRE COMMISSION DE PLANIFICATION ET DE MISE EN OEUVRE

CERCLE SE REFERME

Raymond Chénier, à Guache, directeur du conseil des écoles séparées catholiques de Timmins, siège l'entente pour le transfert Timmins, séparees catholiques de Timmins. L'entente l'école secondaire Thérèse-Blake, directeur du conseil des écoles séparées catholiques. Avec lui se trouve M. Bill Blake, directeur du conseil de la commission scolaire catholique de Timmins. La phase initiale du transfert s'attende à être accomplie en Janvier, 1986.



est le 29 novembre 1985.

La date limite de remise des Plans
des conseils pour 1986-1987 pour tous
les conseils des écoles séparées catholiques

AVIS

Nous voulions avant tout que le transfert de l'école Thérèseult s'effectue globalement", a expliqué Monseigneur Raymond Chenu, directeur du conseil des écoles catholiques de Timmins. "De cette séparation catoliques de Timmins. "De cette manière, les élèves auront le sentiment d'appartenir encore à La même entité. Si nous avions introduit en septembre une classe de 9e année relativement d'une école

LE TRANSFERT GLOBAL : UNE SOLUTION LOGIQUE

consentit de l'éducation de Timmins, à l'innovation deux arguments de base contre un transfert de propriété : "Tout d'abord, aucunne loi n'a encore été adoptée qui traite de ce genre de transfert; ensuite, la question du succès de l'échange n'a pas encore été réglée.."

"En vertu de cette entente, lorsqu'une loi financemant intégral sera un fait accompli et que la loi sera passée, le conseil des écoles séparées catholiques aura déjà mis au point son programme scolaire et il ne faudra plus que quelques jours pour effectuer un transfert complet."

Etant donné que la quasi-totalité des élèves de l'école Thérèse-Lavallée sont catholiques, on ne sait jamais demander si l'école séparée au conseil des écoles séparées catholiques, mais plutôt quand et comment ce transfert allait se faire.

financement. Bientôt que Le conseil des écoles se prépare à catholiques fait tout d'abord demande que Le transfert s'effectue à une date antérieure, il s'est ensuite mis d'accord avec Le conseil de l'éducation sur le fait que l'arrangement choisi constitue un heureux résultat.

M. VALLAISQUET a affirme que, jusqu'à maintenant, l'antenne concilie entre les consélls de Timmins est unique dans la province. Il s'est rendu à Ottawa pour la présenter aux cadres des conseils scolaires de cette région qu'il étudient les mesures susceptibles d'être prises à l'égard des écoles secondaires de langue française dans le cadre de la nouvelle politique dans

L'ENTENTE DE TIMMINS SANS PRÉCEDENT EN
ONTARIO

CONSELLS

AVANTAGES DU OFFRE L'ENTENTE AUX DEUX CONSEILS

L'entente stipule que le conseil des écolles séparées catholiques deviendra responsabilisé du programme scolaire et de la supervision du personnel de l'école supérieure à partir de janvier 1986, tandis que le conseil de l'éducation, qui démettra progressivement de l'école et continera de recevoir les subventions, aura charge du budget et des autres questions d'ordre financier. Grâce à cet arrangement unique, le conseil des écolles séparées catholiques peut communiquer à l'administration de l'école catholique, et au conseil des écolles catholiques, et trouver une réduction immédiate des subventions.

plus félicite les deux conseils d'avoir tenu
'élection extrêmement importante'; il a de
loue cette entente qu'il a qualifiée de
William Newham, assistant à la réunion et a
le président de la Commission, Monseigneur
seront entendus en vigueur.

qui donneront satisfaction aux deux conseils
legislatives et des mesures de financement
aura lieu dès que des dispositions
système des écoles séparées. Ce transfert
à un effectif de près de 1 400 élèves, qui
global de l'école secondaire Thérèse, qui
catholiques de Timmins, provoqua le transfert
et du conseil des écoles séparées
dernier du conseil de l'éducation d'avril
l'entente, approuvée à la réunion d'avril
provinciale, un conseil à l'autre.

Langue française la plus importante de la
vise du transfert de l'école secondaire de
trouver le filon, concilient une entente en
scolaires de la ville intérêt de Timmins ont
parvenir à un accord, les deux conseils pour
après avoir prospecté pendant des mois pour

LES CONSEILS DE TIMMINS ONT "TROUVÉ LE FILON": UNE ENTENTE SUR LE TRANSFERT D'UNE ÉCOLE

Ministre de l'Éducation
Sean G. Connay

importantes.

trouver une solution juste et équitable à
feliciter ceux qui continuent de nous aider à
travailler ensemble jusqu'à présent et je
avec tant de diligence, ont accompagné tout le
un système scolaire solide, tendant vers
l'excellence. Je remercie tous ceux qui,
R.A.L. Thomas, Directeur général
W.T. Newham, Président

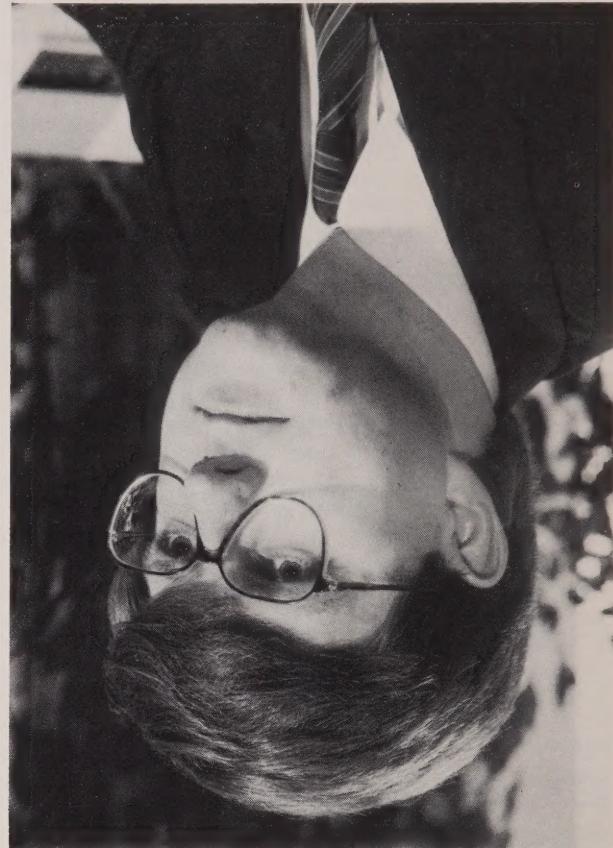
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MESSAGE DU MINISTRE

Septembre 1985

complète doit être préserve dans le cadre
droit de chaque enfant à une formation
système d'éducation de nos enfants. Le
définir un but commun : améliorer le
œuvre transmet sans relâche, depuis des
ministère et, bien sûr, les membres de la
consoliders scolaires, des enseignants, le
historique de planification. Des
je me rejoins de prendre part à ce processus
En tant que nouveau ministre de l'Éducation,
commun de planification et de mise en
militaire et, au bout de plusieurs mois, unissant leurs efforts en vue



COMMISSION DE PLANIFICATION PUBLIQUE ET DE MISE EN OEUVRE LA REUSSITE SUR LA COOPÉRATION